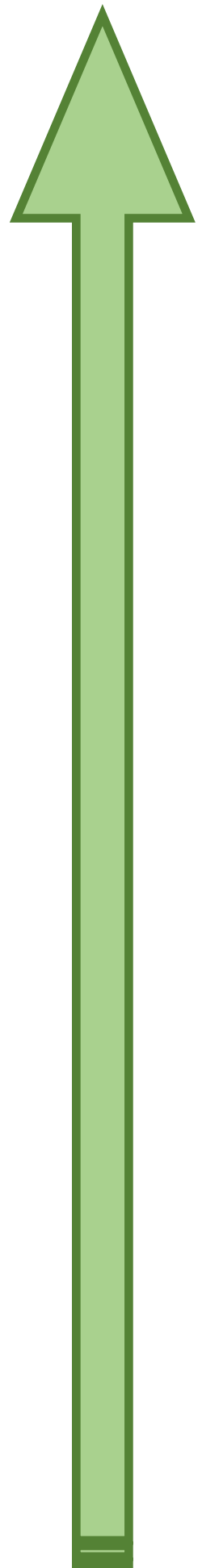




Personal/Social Advising Toolkit

Personal/Social Activity Pages

Activity #	Title	Topic
<u>PS-1</u>	<u>Techniques for Building Solid Parent-School Relationships</u>	Communication, Relationships, Communication
<u>PS-2</u>	<u>8 Easy Ways to Make New Friends and Meet People</u>	Relationships, Volunteering
<u>PS-3</u>	<u>Cyber Bullying</u>	Bullying, Technology, Cyber bullying, cyber ethics
<u>PS-4</u>	<u>No Bullies Allowed</u>	Bullying, Self-esteem, Relationships
<u>PS-5</u>	<u>Respect Yourself- Body, Mind and Soul</u>	Self-esteem, Self-concept, Bullying, Relationships
<u>PS-6</u>	<u>Senior Talks</u>	Transitions, Role Models,
<u>PS-7</u>	<u>Appropriate and Inappropriate Touch</u>	Boundaries, Safety,
<u>PS-8</u>	<u>Understanding Stereotypes</u>	Stereotypes, Harassment, Bullying,
<u>PS-9</u>	<u>Healthy Me- Physical Activity for a Healthy Life</u>	Health and Wellness;
<u>PS-10</u>	<u>College- How Much Does it Cost?</u>	Personal Finances, College, Economics
<u>PS-11</u>	<u>Financial Resourcefulness</u>	College, Personal Finances, Economics
<u>PS-12</u>	<u>8 Easy Ways to Make New Friends and Meet People</u>	Relationships, Volunteering,
<u>PS-13</u>	<u>Expressing Feelings</u>	Self-expression, Feelings,
<u>PS-14</u>	<u>How to Manage Your Stress</u>	Health and Wellness, Stress, Mental and Emotional Health



Activity PS-1: Techniques for Building Solid Parent-School Relationships

☐ Academic ☐ Career ☒ Personal/Social

Overview:

Using a variety of communication methods throughout the year can keep parents connected to the middle school classroom. These techniques can help build and sustain strong relationships with parents.

Procedures/ Guidelines:

1. Make Open House a special event - Free food is always a winner! Parents are also encouraged to join the PTO and other organizations to establish and build a positive parent and school relationship. Post/display important phone numbers with extension, e-mail address, homework hotline number, and the school's Web site along with school rules, regulations, and expectations.
2. Contact parents with good news regularly - Make commendation calls or emails. So much time is devoted to students who are not doing well, that students who perform well do not receive adequate praise.
3. Plan a Writing Night - a fun way to share curriculum and give parents a peek into the classrooms. Choose an evening (after work for parents) for your event. An hour or even 45 minutes will probably be plenty of time to have some fun with this.
4. Send invitations - (for parents and students) via newsletter, special send-homes, emails or web site. Provide snacks, everyone loves to eat.
5. Set discussion ideas – use different types of writing the students work on throughout the year: narrative, expository, descriptive, and persuasive, etc.
6. Explain how you do writing conferencing - offer suggestions on how parents can encourage their child to write.
7. Have an interactive activity for parents and students to complete together - for example, have the parent and the student analyzes the strengths and weaknesses in a piece of writing and how would they correct it, taking questions.
8. Utilize technology whenever possible - Parents and teachers both are extremely busy, so use technology to stay in touch (emails, web page, homework hotline, and parent portal that allows them to access student grades via a computer). Of course, not all parents have access to technology, so provide the same information in different written formats.
9. Establish an Open Door Policy - sixth grade parents are sometimes hesitant to volunteer in their child's classrooms, because middle school is much different than elementary school. In order to stay in touch with parents, look for other ways to get them to stop by. For example, they are welcome to come in and observe teaching. Another technique to use is the Top Reader's Party. Every nine weeks award top readers with a pizza party or cupcake party and extend an invitation to parents, acknowledging that they have helped with their child's reading success.
10. Parent Conferences - be as flexible as possible since some parents can only meet in the mornings or after school. Usually all of the student's teachers meet with the guardian/parent(s) during a conference. This can be intimidating for some parents, so begin the conference by thanking and welcoming the parents. Always start a conference by saying something positive about the student. Every child has strengths that are worthy of being recognized. Then proceed with the conference giving each teacher and parent an opportunity to voice concerns. Attempt to keep conferences on a positive note by reflecting on the statement, "It is not what you say, it is how you say it." I am a parent, and I know how I want to be treated.

Excerpt taken from: <http://www2.scholastic.com/browse/article.jsp?id=3748289>

Activity PS-2: 8 Easy Ways to Make New Friends and Meet People

☐ Academic ☐ Career ☒ Personal/Social



Overview:

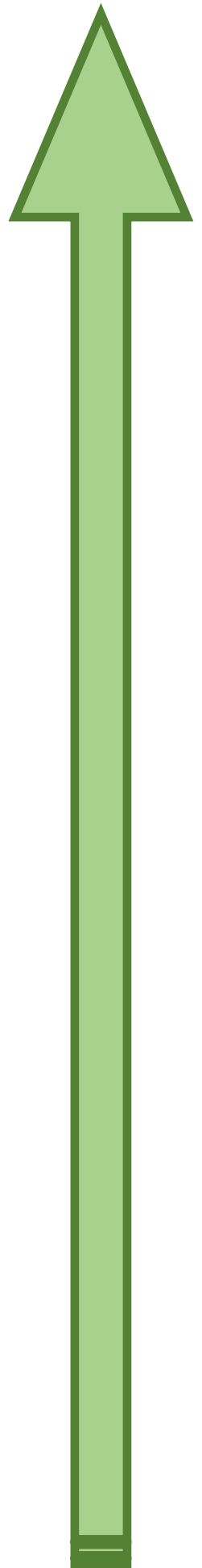
Whether attending a new school or joining a new team or club, meeting people and making friends can be awkward and challenging. Students will benefit from guided discussions that include the following suggestions. Consider role-playing to decrease anxiety and add levity.

Procedures/ Guidelines:

1. Listen and Ask Question: By being a good listener, you let others know that you value what they have to say and, by extension, or who they are. Try making eye contact while they're speaking, then asking a question or two about what they're saying.
2. Give a Compliment: Everyone loves an ego boost. When giving a compliment, be honest and genuine. Even if you're complimenting something very small—like the color of the person's shoes—it's likely to be appreciated. You might even receive a compliment in return!
3. Detach Yourself from Technology – Temporarily: You're less likely to notice who's interested in you if you're constantly checking your email, voicemail and text messages. Being online or on the phone also sends the message to others that you're unavailable. Put away your cell phone from time to time and take a look around. Who seems funny or interesting? Which people in the room have you never talked to? Who pays attention to your ideas?
4. Join a Club or Team: Investigate the clubs and activities at your school or place of worship. Check out the course listings at your local community center, [YMCA](#) or parks and recreation department.
5. Volunteer: Volunteer in your school, community or church. Many teens clean up parks, tutor younger students or help at food pantries, animal shelters or hospitals. Nonprofit organizations always need volunteers as well: Find out if [Habitat for Humanity](#), the [Sierra Club](#), the [Red Cross](#) and other nonprofit groups have chapters near where you live. Chances are, you'll find other teens—and nice people of all ages—volunteering their time.
6. Get a Job: Getting a part-time job at a place where other teens work is another way to meet people and work toward common goals. Even if those goals involve folding sweaters or cleaning toilets, you'll have something to complain about -- and bond over -- with others.
7. Form a Study Group: Does your math teacher give super-hard exams? Is your history teacher always giving pop quizzes? Round up a few others from your class to study together each week. Ask your teacher if you could pass around a sign-up sheet or make an announcement about the group after class.
8. When your group gets together, share notes and chat about class. Find out what your classmates like about the teacher and what they can't stand. Make flash cards together or quiz one another. Bring snacks and share what's going on in your life. You'll have new friends before you know it.
9. Laugh: Letting others know that you think they're funny makes them feel good and shows them you're interested in what they think. It also shows you have a good sense of humor, which is one of the top things teens look for in a person, whether it's a best friend or a boyfriend or girlfriend.

From Jessica Stevenson, former About.com Guide

<http://teenadvice.about.com/od/datingrelationships/tp/making-new-friends.htm>





Activity PS-3: Cyber Bullying

☐ Academic ☐ Career ☒ Personal/Social

Overview:

Bullying has taken a new turn in our 21st Century world. Cyber-bullying consists of the use of technology to harass others. It can include intimidating or malicious messages sent by email, text, or by harassing others on social media websites. Although cyber-bullying is not a physical form of bullying, it can be equally damaging, if not more damaging, to the victim because the audience can be much larger than a group of people in a school setting. The anonymity of not being face to face with the victim also contributes to the process, as they don't see the damage they are doing.

Procedure / Guidelines:

1. Discuss the concepts of cyber bullying and cyber ethics.
2. Discuss what students (and parents) can do and what they should not do when they feel someone is being bullied.

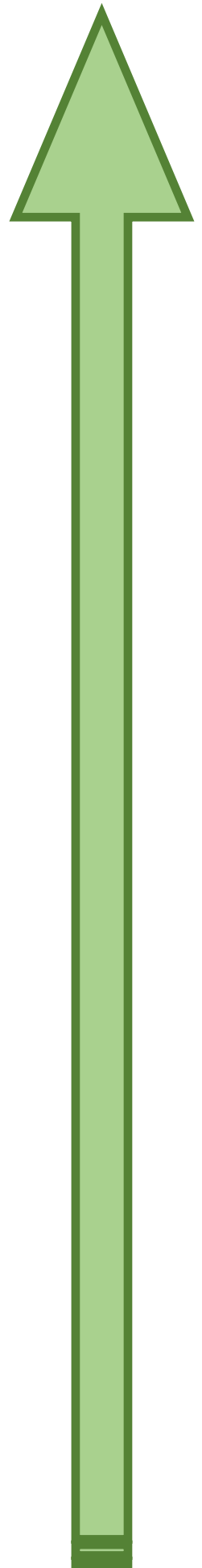
Students:

- Should not respond or reply to intimidating messages
- Should talk with an adult (their parent, a teacher, etc.) if they feel they have been a victim of cyber bullying
- Should notify school officials
- Should record harassing or intimidating messages or images as proof
- Should contact the police if the cyber-bullying includes threats of violence, extortion or a hate crime

This page was based on ideas from the Stop Bullying Now website. For more resources, visit the website at: <http://www.stopbullying.gov/kids/>. The site includes web videos, games and puzzles, and other student-friendly resources for helping students understand and take a stand against bullying.

Resources:

- http://us.norton.com/library/familyresource/article.jsp?aid=pr_cyberethics
- <http://www.cybercitizenship.org/ethics/whitepaper.html>





Activity PS-4: No Bullies Allowed

☐ Academic

☐ Career

☒ Personal/Social

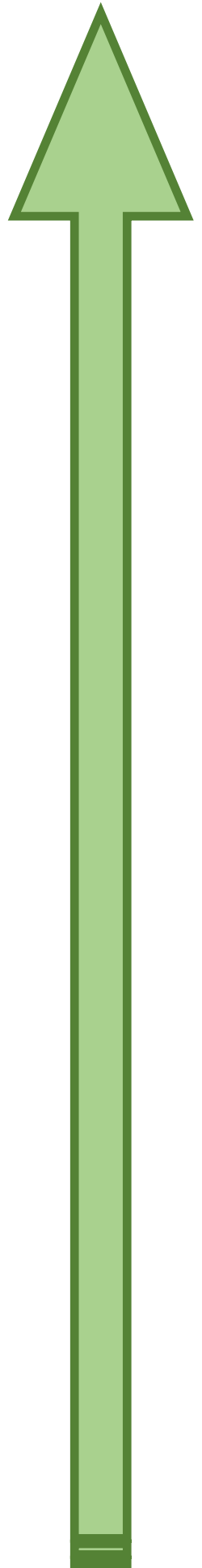
Overview:

Bullying can ruin more than just a day at school. Students who are continually harassed can become depressed and develop low self-esteem. In extreme cases, some have even committed suicide. Many people dismiss the bullying problem, citing that there have always been school bullies. These days however, the Internet and cell phones have taken bullying to a new level. Bullies sometimes harass their victims online or by sending them intimidating text messages. There are things that parents, teachers, and students can do to address the bullying epidemic.

Procedure/ Guidelines:

1. Discuss how to spot a bully with students and parents. Not all students will tell their parents or teachers that they are being bullied, so it is important for others to be able to recognize the signs of bullying so that they can intervene. Students who are being bullied may often:
 - a. Avoid going to school, riding the bus, or walking to and from school;
 - b. Show signs of depression, anxiety and low self-esteem
 - c. Appear with bruises, torn clothing or damaged personal belongings
 - d. Appear withdrawn, depressed or angry
2. Discuss what students (and parents) can do and what they should not do when they feel someone is being bullied:
 - a. Encourage students (and parents) to talk with teachers or counselors at school to report bullying
 - b. Do not worsen the situation by allowing your own emotions to get in the way. This may frighten or confuse the person being bullied.
 - c. Do not encourage the student to "stand up for themselves." Violence against violence rarely solves anything. Above all, do not criticize the person being bullied.
 - d. Show empathy to a person who is being bullied. They often feel isolated and alone. Knowing that there is someone who cares about them can be a big help.
 - e. Report incidents of bullying to school officials.

This page was based on ideas from the **Stop Bullying Now** website. For more resources, visit the website at <http://www.stopbullying.gov/kids/> The site includes web videos, games and puzzles, and other student-friendly resources for helping students understand and take a stand against bullying.





Activity PS-5: Respect Yourself- Body, Mind and Soul

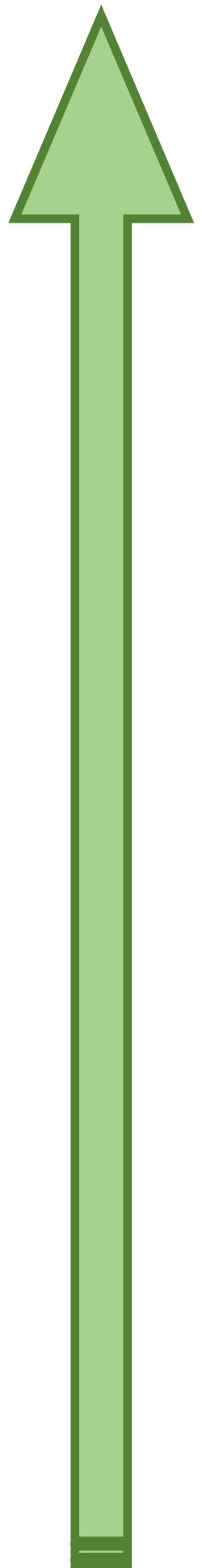
☐ Academic ☐ Career ☒ Personal/Social

Overview:

Students are often quick to complain that they are not being shown the respect they feel they deserve- but do they understand the basic concept of respect? Do they treat others with respect? Initiate a group conversation with students on respect. Use the guide below to assist with that discussion.

Procedure/Guidelines:

1. Discuss the concept of respect with students. What does it mean? How do we show (or not show) respect to others? Ask students if they have ever personally been disrespected (might want to use a show of hands so that students do not take a side track on to talking about when they were wronged) and how that made them feel.
2. Explore why being disrespected is such an issue for some. What long term effects can it have on a person, or a group of people?
3. Explain to students that we are made up of a Body (health related issues, our physical body and skin), a Mind (culture- language, nationality, race) and a Soul (our beliefs- customs, religion, ethics). It is important to respect the aspects of other people just as we would want to be respected.
4. Ask the students what ways we can respect one another's Bodies. Do the same with ideas for respecting the Mind and the Soul of one another.
5. Brainstorm a list of practical ways that students can show respect to everyone in the school environment (i.e. awareness of different cultural holidays, video announcements about different cultural customs, a Cultural Fair where various groups of students can do presentations, share foods, share customs, provide awareness of differences).
6. Make a plan of action for one or more of the students' ideas. Involve the students in the planning.





Activity PS-6: Senior Talks

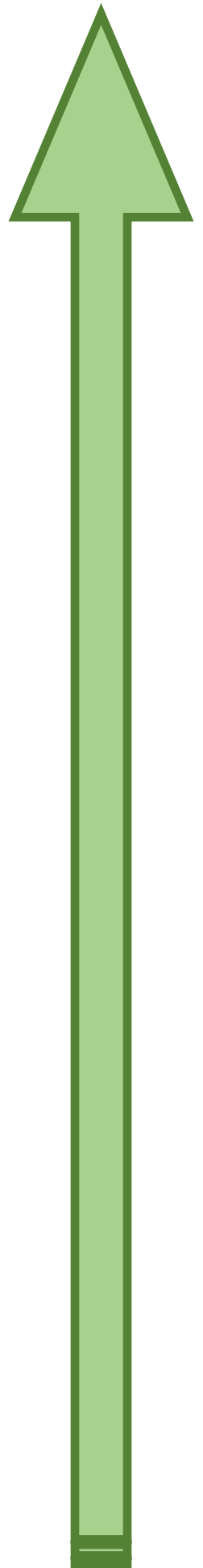
☒ Academic ☐ Career ☒ Personal/Social

Overview:

Younger students (especially eighth and ninth graders) often struggle with the transition into high school. Many schools host orientation or information nights for parents and students, hosted by teachers and administrators. This format is not always the most effective format for students. Consider hosting “Senior Talks” where junior and senior students share from their own experience in order to help younger students find their way through the academic and social setting of the high school.

Procedure/Guidelines:

1. Consider hosting an event several times in the early part of the school year where upper-class students have an opportunity to meet with, share and answer questions that younger students would have.
2. Talks could be organized around specific areas of school life, such as:
 - a. Athletics
 - b. Clubs and Organizations
 - c. Leadership
 - d. Academic Survival





Activity PS-7: Appropriate and Inappropriate Touch

☐ Academic

☐ Career

☒ Personal/Social

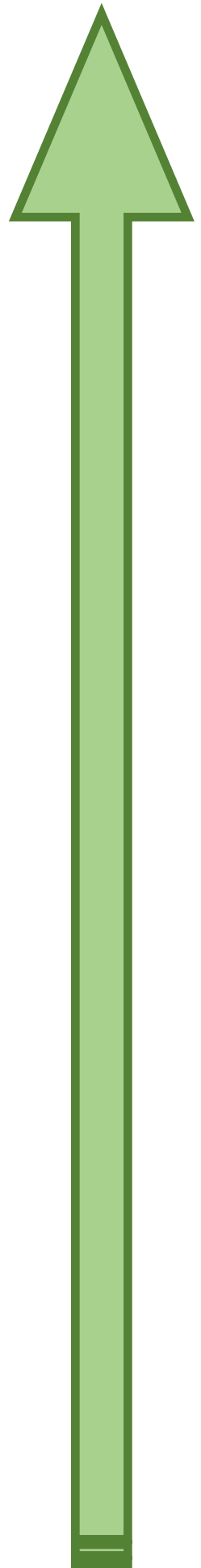
Overview:

Schools are committed to the safety and well-being of all students. Students are often unsure of themselves in many situations in their lives and are often afraid to take the initiative in situations where they feel they might look silly or foolish. Students need the necessary information to be able to determine when a situation is harmless and what to do when a situation seems uncomfortable. In order to do this, students need to understand appropriate/ inappropriate physical contacts and learn strategies to keep them safe from harm. Students have the right to personal space that is not invaded by others.

Procedures/ Guidelines:

1. Lead a discussion with students about identifying body language that signals whether closeness and touching are welcome; when it is unclear permission must be sought; you have the right to seek help if you feel threatened in any way; and be aware that some students have physical disabilities in which any kind of touch could cause pain and discomfort. You have the right to say no to any unwanted touch or contact. Touch is appropriate if:
 - a. it is welcomed and permission is given (i.e. handshake)
 - b. Is an expression of genuine care and sympathy
 - c. Causes no discomfort to the recipient
 - d. Is offered openly in the presence of others (especially in the case of an embrace).
2. Lead a discussion explain that a touch is inappropriate if it:
 - a. Can be perceived as a threat
 - b. Can be perceived as physical harm
 - c. Causes embarrassment to the other person
 - d. Can readily be misinterpreted in any way
 - e. Does not allow the other person to disengage easily (an arm around the shoulder is quite different from an arm around the waist or a frontal embrace)
3. With adult supervision, two or more students can role play demonstrating personal space and appropriate/ inappropriate physical contact.
4. List ways to appropriately approach others. Then identify ways to respond to someone who is invading your personal space.

Note: There are other topics this activity may lead to. Other topics may include: abuse, physical abuse, sexual abuse, rape/date rape, sexual harassment, etc. You may consider conducting this lesson with like-gender classes by perhaps trading students with another advisor so that one of you has the males and one the females.





Activity PS-8: Understanding Stereotypes



Academic



Career



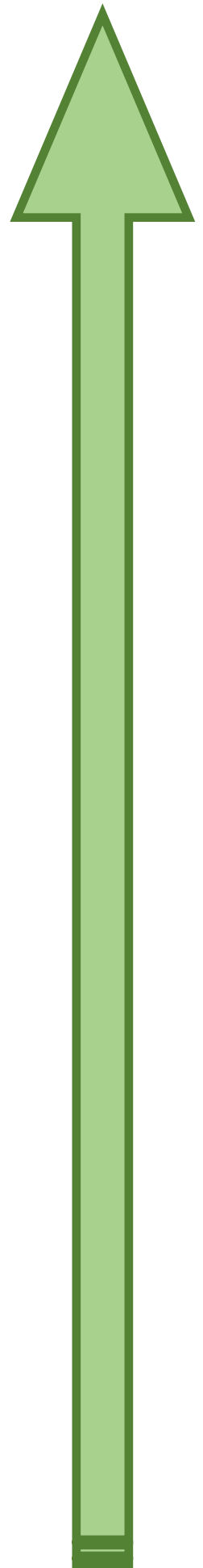
Personal/Social

Overview:

Students face a lot of pressure, including pressures from stereotypes and the expectations (positive or negative) that those stereotypes can impose. Begin by discussing the assumptions that can lead to stereotypes and the unfair judgments about individuals and groups that stereotypes can ultimately cause.

Procedure/ Guidelines:

1. Discuss with students how people often use labels or categories to describe others and how these labels can be based on such characteristics such as clothing, looks, the way a person talks, or the groups to which a person may belong. Explain that categorizing things or people is a human inclination, however people often make assumptions about groups of people they don't even know.
2. Ask the class to brainstorm categories that are used at school to group students. Categories could include labels such as "jocks" or "brains." Write each category the students generate on the board, or on a sheet of poster paper. Finally, have students narrow their list to five major categories.
3. Write these five major categories on five separate pieces of flip chart paper (or on five different sections of the board) and post these around the room. Give the students 10 minutes to travel to each sheet and write down adjectives (or other describing words) that related to the category heading. Remind students that they only need to add new words to a chart- if the word is already there, they do not need to repeat it.
4. When they are finished, ask students to take a moment to look at the words they have generated under each group heading. Use the following questions to lead a discussion:
 - a. Do assumptions apply to everyone in a group?
 - b. Do most people hold the same assumption about a group? Why or why not?
 - c. Do assumptions tell us anything definite about a categorized individual?
 - d. How do assumptions affect your behavior toward others?
5. Ask students to help define the word "stereotype." Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, making a fair judgment about something or someone is difficult. This is called bias".
6. Take another look at the adjectives recorded and hold a class discussion around the following questions: Do these adjectives describe stereotypes? How can they be unfair or hurtful? (Lesson plan is taken from <http://www.discoveryeducation.com/teachers/free-lesson-plans/understanding-stereotypes.cfm>)





Activity PS-9: Healthy Me- Physical Activity for a Healthy Life



Academic



Career



Personal/Social

Overview:

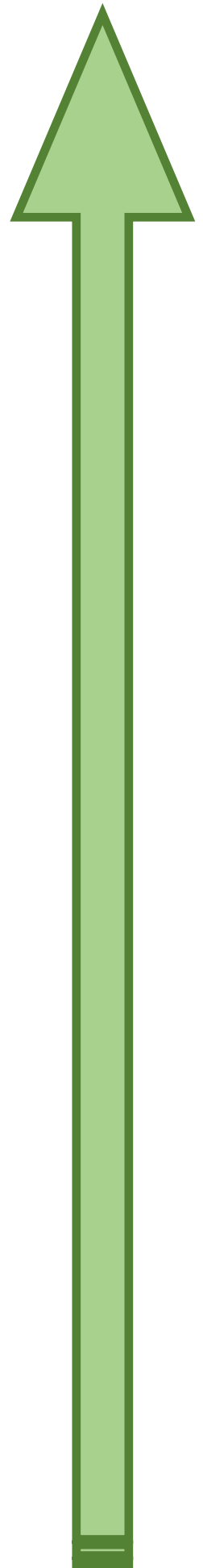
Regular participation in physical activity is important for achieving and maintaining all elements of health. It not only improves your physical health but social, mental and emotional health as well. To focus on overall wellness is to strive to balance all parts of health. Improving your physical health through adequate physical activity is a great place to impact each component of health. It's especially important if you're trying to lose weight or to maintain a healthy weight.

Procedure/ Guidelines:

1. Invite students who may be interested in participating in a health maintenance/weight maintenance group.
2. The Advisor has a number of options to facilitate student success:
 - a) Invite a speaker to share strategies for maintaining a healthy weight.
 - b) Request that the school council make recommendations/ set policy to implement opportunities within the school day for physical activity.
 - c) Connect students or group with a mentoring/role modeling program for assistance in developing an individual wellness plan through a partnership with the local public health department or other community agency.
 - d) Collaborate with the school nurse or other school staff to provide faculty support to a student support group by perhaps walking or exercising after school.

Resources:

- <http://www.cdc.gov/physicalactivity/everyone/guidelines/children.html>
- http://www.cdc.gov/healthyweight/physical_activity/index.html
- www.presidentschallenge.org





Activity PS-10: College- How Much Does it Cost?

☐ Academic

☐ Career

☒ Personal/Social

Overview:

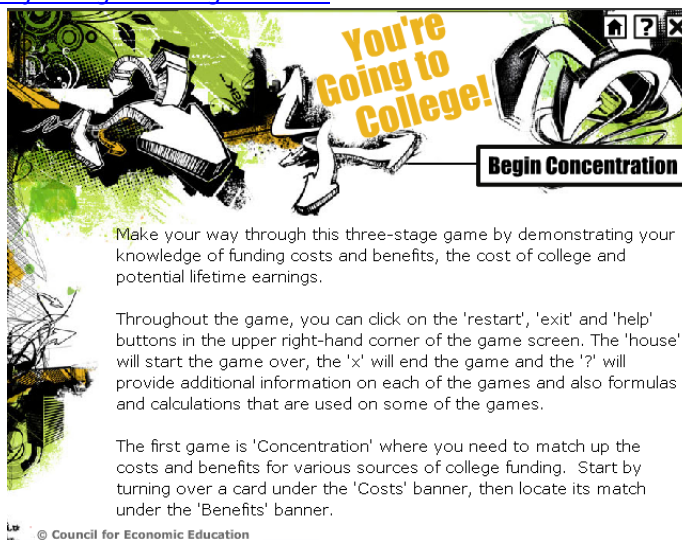
Students rarely understand the financial side of going to college. This lesson is designed to help them begin thinking about the money they might need to plan on for college. This lesson relies on a specific resource, EconEdLink, which is the leading source of online economic and personal finance lessons and other resources for educators, students and afterschool providers.

Procedures/ Guidelines:

1. Go to [EconEdLink](#) and find the “You’re Going to College Interactive Activity” lesson.
Students will go through a series of online game-like activities that will expose them to the basic financial considerations of college attendance. The first game is “Concentration.”
Students will need to click on the “Begin Concentration” button on the screen.

Resources:

- [EconEdLink](#)
- [The Real Cost of Going to College section](#) contains information about billable and non-



billable costs. Get a breakdown of fees from individual Kentucky colleges by linking to the Kentucky College Cost Information page and using the *College Cost and Award Package Comparison* form.

- [Kentucky Higher Education Assistance Authority:](#)



Activity PS-11: Financial Resource-fullness



Academic



Career



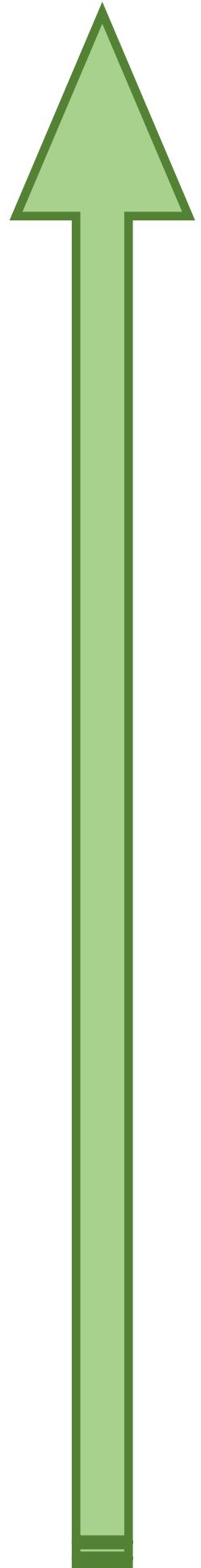
Personal/Social

Overview:

Students rarely understand the financial side of going to college. This lesson is designed to help them begin thinking about how they can find resources to help them pay for college.

Procedures/ Guidelines:

1. Visit www.gotocollege.ky.gov. Check out *The Real Cost of Going to College* section to learn about billable and non-billable costs
 - ◆ Get a breakdown of fees from individual Kentucky colleges by linking to the *Kentucky College Cost Information* page
 - ◆ Use the *College Cost and Award Package Comparison* form to find the school that is the best financial fit
2. The Kentucky Higher Education Assistance Authority (KHEAA) employs regional outreach counselors that live and work in 13 regions across the state. Outreach counselors are available, at no charge, to provide interactive workshops on a variety of college-planning, student financial aid, college admissions and financial literacy topics. Presentations are aligned with KDE's Core Content for Assessment of Practical Living/Vocational Studies. Visit the [Counselors, Community Partners and College Access Providers](#) section of www.kheaa.com for contact information and additional presentation descriptions.
 - a. The Your Map to College session encourages middle school students to study hard, get good grades, and set their sights on education after high school. Students learn the benefits of getting a higher education, what they can do to prepare for their futures, and how to earn scholarship funds to help pay for college or technical school. Topics covered include:
 - i. Becoming familiar with KHEAA
 - ii. Learning how hobbies and interests can turn into future careers
 - iii. Checking out www.kheaa.com, a single point of information for students, parents, counselors and others
 - iv. Comparing median earnings based on educational level
 - v. Viewing Kentucky occupations by salary
 - vi. Learning other benefits of higher education
 - vii. Calculating the grade point average (GPA)
 - viii. Understanding the Kentucky Educational Excellence Scholarship (KEES) program and its use
 - ix. Becoming aware ACT exams
 - b. The *How to Handle Your Future* presentation for high school freshmen and sophomores introduces students to free college planning materials and services. Participants will learn the benefits of getting a higher education and be introduced to state and federal financial aid programs and terms. In addition to topics covered in the middle school session, topics covered include:
 - i. Accessing free college planning information and student financial aid resources
 - ii. Understanding need-based and merit-based financial aid
 - iii. Learning the types of financial aid available, including grants, scholarships, work-study and loans

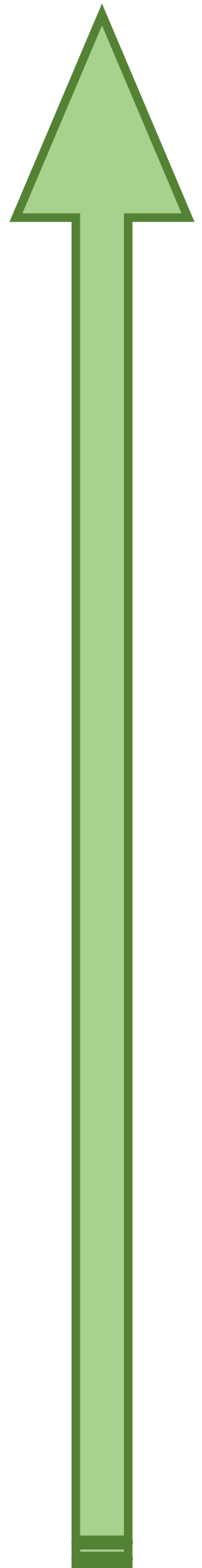




- iv. Exploring the sources of financial aid, including federal and state government, military, KHEAA, school-based and private aid
 - v. Researching federal and state financial aid programs including the College Access Program (CAP) Grant and the Kentucky Tuition Grant (KTG) Program
 - vi. Using KEES to pay for college or technical training
 - vii. Visiting online sites for additional information
 - viii. Creating a free personalized account at kheaa.com
- c. KHEAA's [Paying for College 101](#) workshop provides high school students with the detailed information they need to apply for student financial aid. Students will learn about the financial aid process, discovering when and how to apply for state and federal funds. Options for filling the gap if traditional financial aid does not meet their need will be discussed, and common application mistakes, financial aid blunders, and other information will be covered. Topics covered include:
- i. Choosing the college that best fits the individual student
 - ii. Learning the formula that determines financial need
 - iii. Breaking down the school's cost of attendance
 - iv. Understanding the Expected Family Contribution (EFC)
 - v. Completing the Free Application for Federal Student Aid (FAFSA)
 - vi. Reviewing student loan choices

Resources:

- www.gotocollege.ky.gov
- www.kheaa.com





Activity PS-12: 8 Easy Ways to Make New Friends and Meet People

☐ Academic

☐ Career

☒ Personal/Social

Overview:

Whether you're attending a new school or looking for a date, meeting people and making friends can be awkward and challenging. However, it doesn't have to be so hard. Try a few of these simple tips, and you'll be on your way in no time.

Procedures/ Guidelines:

Share the following with students. Discuss each idea.

1. Listen and Ask Questions

Other people like to know they're being heard and that their ideas are appreciated. By being a good listener, you let others know that you value what they have to say and, by extension, who they are. You can let others know you're paying attention by making eye contact while they're speaking, then asking a question or two about what they're saying. If the conversation goes well, ask the person for his or her phone number or email, then make plans to hang out.

2. Give a Compliment

Everyone loves an ego boost. Noticing something you like about someone and sharing it with him or her is a great way to forge a connection and start a conversation.

When giving a compliment, be honest and genuine. Even if you're complimenting something very small—like the color of the person's shoes—it's likely to be appreciated. You might even receive a compliment in return!

3. Detach Yourself from Technology -- Temporarily

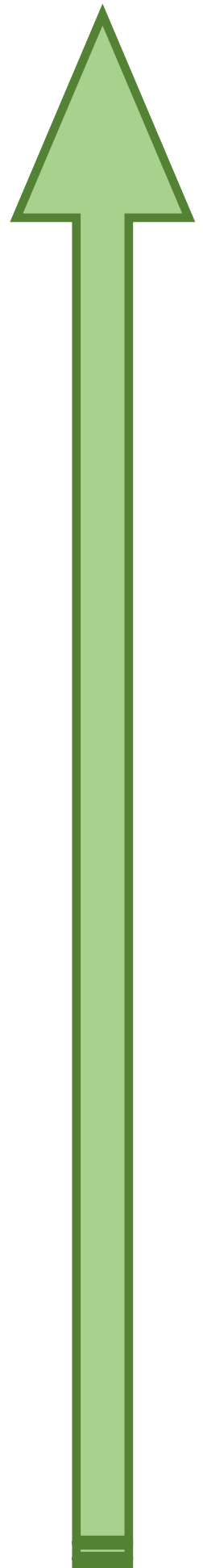
You're less likely to notice who's interested in you if you're constantly checking your email, voicemail and text messages. Being online or on the phone also sends the message to others that you're unavailable. Put away your cell phone from time to time and take a look around. Who seems funny or interesting? Which people in the room have you never talked to? Who pays attention to your ideas? Make a mental note and spend a little time getting to know these people face-to-face.

4. Join a Club or Team

Having an interest in common with another person gives both of you something to talk about. No matter if that interest is reading, rugby or rock 'n' roll, pursuing it with other people is fun and gives you a sense of meaning and belonging. Clubs, teams and other groups also work toward common goals, which is inspiring, teaches you how to solve problems and helps you bond with others. Investigate the clubs and activities at your school or place of worship. Check out the course listings at your local community center, [YMCA](#) or parks and recreation department. Form a band or a book club, or start an interest group online. You'll have a circle of friends before you know it.

5. Volunteer

A strong desire to help others is attractive to most people, whether they're looking for a friend or a date. It's also extremely appealing to colleges and scholarship programs. Channeling this desire into a volunteer project is a great way to meet others, build community and work toward common goals. You can volunteer in your school, community or church. Many teens clean up parks, tutor





younger students or help at food pantries, animal shelters or hospitals. Nonprofit organizations always need volunteers as well: Find out if [Habitat for Humanity](#), the [Sierra Club](#), the [Red Cross](#) and other nonprofit groups have chapters near where you live. Chances are, you'll find other teens—and nice people of all ages—volunteering their time.

6. **Get a Job**

Getting a part-time job at a place where other teens work is another way to meet people and work toward common goals. Even if those goals involve folding sweaters or cleaning toilets, you'll have something to complain about -- and bond over -- with others.

7. **Form a Study Group**

Does your math teacher give super-hard exams? Is your history teacher always giving pop quizzes? Round up a few others from your class to study together each week. Ask your teacher if you could pass around a sign-up sheet or make an announcement about the group after class.

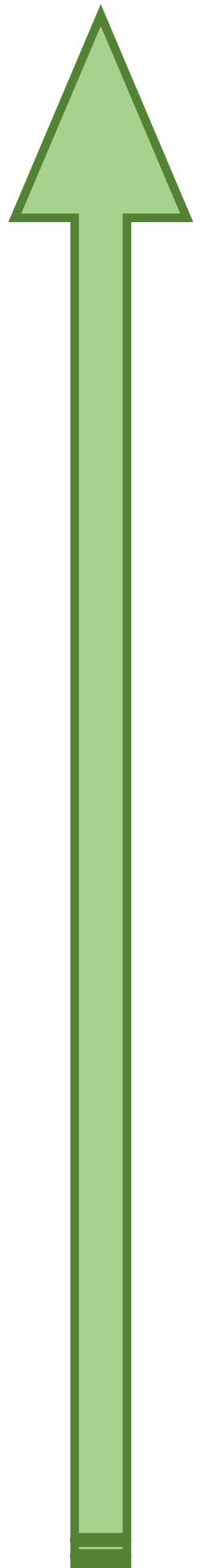
When your group gets together, share notes and chat about class. Find out what your classmates like about the teacher and what they can't stand. Make flash cards together or quiz one another. Bring snacks and share what's going on in your life. You'll have new friends before you know it.

8. **Laugh**

Letting others know that you think they're funny makes them feel good and shows them you're interested in what they think. It also shows you have a good sense of humor, which is one of the top things teens look for in a person, whether it's a best friend or a boyfriend or girlfriend.

From Jessica Stevenson, former About.com Guide

<http://teenadvice.about.com/od/datingrelationships/tp/making-new-friends.htm>





Activity PS-13: Expressing Feelings

☐ Academic ☐ Career ☒ Personal/Social

Overview:

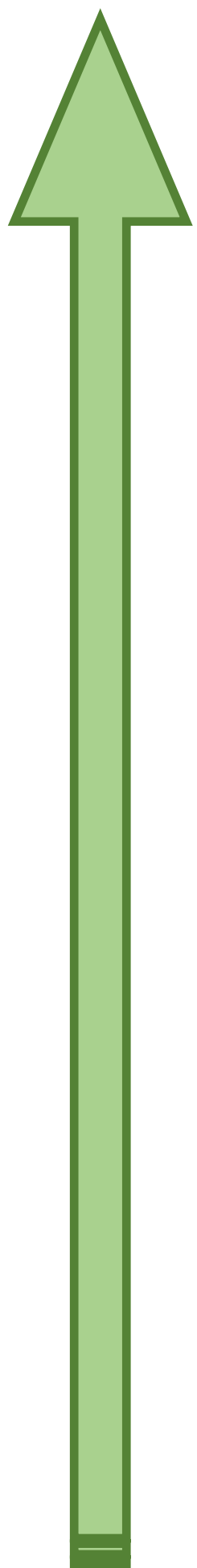
Some students lack the skills to properly identify and express their feelings. Students who lack in these skills often have little self-awareness, and can feel alone and helpless. These students often have few coping resources. Often, we attempt to fix the problem by offering quick-fix solutions, or try to solve it for them. These responses make it worse, and does not help the student learn how to express themselves and solve their own problems.

Procedure/ Guidelines:

These are steps to help students to solve their own problems by identifying and expressing their feelings

1. Help students identify common feelings that they experience. Ask what these feelings look like on a person's face, or feel like when a person is experiencing them. Make a list of these feelings on the board, or on poster paper.
2. Help validate the feelings. In other words, help students think of a situation or circumstance under which each feeling might be very valid to have (for example, when might it be very understandable for someone to be angry?) In these circumstances, would a person have an intense or mild version of the feeling?
3. Discuss certain actions that people who are having each feeling may exhibit. Discuss what actions are logical and which are unacceptable (over reaction, illegal, etc.). This is a great time to discuss the fact that they need to "own" their feelings and that they are responsible for their actions, no matter what circumstances may have lead to the feeling.
4. Brainstorm ways to cope with each feeling that would be constructive and not cause more harm than good.
5. Stress to the students that communication is the key to expressing feelings and working through the problem, finding a solution.

When talking to students, listen closely to what is being said and the feeling behind the content. Paraphrase what you hear back to check for accuracy. Avoid the impulse to rush to solve the problem! The most important part here is the feeling to be verbally expressed. The student will not be ready to talk about solutions until that happens.





Activity PS-14: How to Manage Stress

☐ Academic

☐ Career

☒ Personal/Social

Overview:

Stress is not always a bad thing. Some levels of good stress help people meet deadlines, complete difficult tasks, or perform in a sport or other performance activity. Students often experience high levels of stress that can interfere with academic performance, and among other aspects of their lives. Too much stress can keep students from completing any tasks at all. This lesson helps to identify the causes of stress and what can be done to reduce it.

Procedures/ Guidelines:

Your school counselor, FRYSC Coordinator, or other interested teachers may have other ideas to add to this lesson plan.

1. Ask students how they would define stress. Write their ideas on the board, or on a sheet of poster paper.
2. Discuss with students the difference between good and bad stress. See if they can think of examples for each type of stress.
3. Emphasize to students that stress can cause powerful feelings, as well as biological changes in the body. Ask them how they feel when they are stressed. List any ideas they share. (Students responses most likely would have included “fight or flight” theory of stress. If not, introduce it as an example.)
4. Organize group discussion:
 - a. Ask students to identify what makes them feel stressed. List on chart.
 - b. Discuss how this makes them feel and what it may look like. List on chart.
 - c. Discuss techniques for dealing with stress and reducing it. List on chart.
5. Discuss with students when too much stress might require them to seek help and who they contact if they need help.

Note: If you have access to the internet and a computer, consider going to the “Learn to be Healthy” website at www.learntobehealthy.org/teens. At this site, a teenage moderator explains stress and stressors. There are also resources here for students to use, including a Health Log and a journal. There are also a series of small videos on various topics for students.

